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ABSTRACT

This resource guide is intended for local school district personnel involved in planning activities for establishing educational priorities, phase two of the Local Planning and Assessment Process (LPAP). Information is presented on the development of performance indicators and the validation of perceived needs. The guide is organized in two sections: (1) the activities which include work group selection: work group orientation: identification of needs to be validated: data source identification: development of performance indicators: data collection plans: data collection: and data review: and (2) a description of a Rhode Island school district project, including its forms and results. For each activity, the outcome, responsible staff member, and steps comprising the activity are included. (MH)

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NEEDS ASSESSMENT VALIDATION GUIDE

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This resource guide is intended for use by local school district personnel in planning some of the activities for Phase II of the Local Planning and Assessment Process (LPAP), ESTABLISHING EDUCATIONAL PRIORITIES. The guide will provide information for conducting the activities of that phase on developing performance indicators and on validating perceived needs.

The guide is organized into two sections, and several appendices. The first section describes a series of activities that can be followed by a school district for developing performance indicators and for validating perceived needs. Each activity includes an outcome for the activity, the person(s) responsible for the activity and a series of steps that make up each activity. A second section describes how a Rhode Island school district undertook and completed a series of such activities. Also included are examples of the products and results from that school district's work.

This guide was prepared by the Bureau of Technical Assistance of the Rhode Island Department of Education in cooperation with the Internship Program of the Resource Center at Brown University and the North Kingstown School Department.

A Set of Activities for Conducting Needs Validation

SECTION 1

There are a variety of ways in which school districts can go about validating perceived needs in Phase 2 of the LPAP. One such method, involving a series of eight activities, is presented here. These activities are presented as a model that has been derived from field experience in Rhode Island school districts. However, each school district should select a method with which it feels most comfortable. Following is a summary of the eight activities in the series:

1. Selection of a work group
2. Orientation of the work group
3. Identification of needs to be validated
4. Identification of data sources
5. Development of performance indicators
6. Plan for collection of data
7. Collection of data
8. Review of data

ACTIVITY #1:

Select a task/work group (Validation Committee) whose duty it will be to conduct the Needs Assessment Validation Process.

RESPONSIBILITY:

The superintendent or his designee.

SUGGESTED STEPS:

1. Decide the number of people who will sit on the committee. This will vary according to the number of volunteers available and the degree of representativeness desired.

2. Invite members of similar committees, use an existing committee or solicit suggestions for candidates from principals, teachers, community members, or organizations.

3. Publicize forming the committee so that interested individuals can volunteer.

4. Interview those interested.

5. Inform all selected members of first meeting date, time, and location.

NOTES

ACTIVITY #2:

Orient the Validation Committee to the LPAP process and to the specific task of needs validation.

RESPONSIBILITY:

The superintendent or his designee.

SUGGESTED STEPS:

1. Provide the group with an overview of the task, including the ultimate goals and its role in the work to be done.

2. Describe the operation of the committee (i.e., ground rules, meeting dates, time and location).

3. Provide information about the LPAP if needed (e.g., it might be helpful to provide a perspective for validation by describing the activities before and after this phase of LPAP).

4. Provide ample opportunity for group members to ask questions and gain a clear understanding of the intent and outcomes of their task(s).

5. Make materials available which deal with LPAP and the school district's involvement in the program.

NOTES

ACTIVITY #3:

Identify perceived needs to be validated.

RESPONSIBILITY:

The Validation Committee.

SUGGESTED STEPS:

1. Obtain a ranked listing of perceived needs as determined in the assessment of perceived needs.

2. Determine which factors will be used to select the perceived needs that will be validated (e.g., only those needs ranked in the top half of the perceived needs list and/or those needs that are strictly the school's responsibility).

3. Select the needs to be validated according to the factors determined in Step #2 (e.g., the first 20 needs out of a list of 40 perceived needs were first identified). Out of the 20, 3 needs were identified as not being the school's responsibility. The 17 remaining needs were then identified for validation.

   Note: The number of needs a district identifies for validation should reflect a consideration of the resources (time, personnel and cost) it will take to validate the needs. It may be difficult, depending on the nature of a need(s) to test or examine students or to collect other objective information relative to the need(s).

NOTES

ACTIVITY #4:

Identify sources of data which may be used to verify each perceived need.

RESPONSIBILITY:

The Validation Committee.

SUGGESTED STEPS:

1. Analyze each perceived need in terms of the evidence that might be available or collected to prove whether the need exists (e.g., hold a brainstorming session asking committee members to list the kind of evidence they would accept as proof that the need exists).

2. Record each perceived need along with each of the ideas listed as possible evidence of the validity of the need.

   Note: It would be helpful to have reference to the availability of such information (e.g., test information, statistical data, etc.) during this meeting. If a committee member(s) cannot provide such information other staff members might be invited to this meeting as resource people to the committee.

NOTES

ACTIVITY #5:

Develop statements which describe evidence of the effectiveness of our educational programs, i.e., performance indicators.

RESPONSIBILITY:

The Validation Committee.

SUGGESTED STEPS:

1. Choose a format or structure for the statements that will comprise the performance indicators.

2. Divide the committee into subgroups to develop performance indicators.

3. Assign perceived needs from the list resulting from Activity #4 to each of the subgroups.

4. Develop the performance indicators and report back as a full committee to review the statements.

5. Revise the performance indicators as necessary.

   Note: Performance indicators are statements that provide a clear written description of what information will be collected and how it will be collected. A common format for each of these indicators provides for ease of collection and compilation of results. There are many examples of formats for performance indicators that can be found in educational literature. Each school district should select the one that best suits its particular situation.

   Setting performance standards (i.e., acceptable evidence of accomplishment) is sometimes done at this stage and included as a part of the performance indicator. Reaching agreement on acceptable performance standards may also be done after data has been collected.

NOTES

ACTIVITY #6:

Develop a plan for the collection of information/data for use in validation.

RESPONSIBILITY:

The Validation Committee.

SUGGESTED STEPS:

1. Use the list generated as a result of Activity #5. Identify data available in the school district (e.g., reports of test scores, data on absenteeism, data on vandalism) for each performance indicator.

2. Identify the data that does not yet exist in the school district and determine what specific action will be necessary to collect such information (e.g., test *x* must be purchased and administered or data must be collected on the average number of library books loaned each day).

   Note: This new information collection activity should be subject to the same consideration of resources referred to in Activity #3 under "note."

3. Organize the collection of data by assigning specific tasks to subcommittees or individuals of the Validation Committee.

4. Set up a timeline for the collection of data.

NOTES

ACTIVITY #7:

Collect and compile data for validation.

RESPONSIBILITY:

The Validation Committee, a subcommittee, or a designated administrator(s).

SUGGESTED STEPS:

1. Gather data from available sources.

2. Administer new instruments and/or collect data from new sources.

3. Compile data into a results report that clearly shows the relation to perceived needs.

4. Note: The effective and efficient collection and compilation of data will be enhanced by the use of the same format for each individual or subcommittee. Such a common and comparable format for data under each perceived need will make it easier to review the data and to determine if needs are valid (validated).

NOTES

ACTIVITY #8:

Review and interpret data.

RESPONSIBILITY:

The Validation Committee.

SUGGESTED STEPS:

1. Establish ground rules to interpret the data and the subsequent validation of each need. If a decision has not already been reached about what constitutes acceptable performance, it should be done at this step.

2. Consider the "total picture" given for each perceived need by the performance indicators and data pertaining to each perceived need. Factors involved include:

   A. Completeness of data for each performance indicator.

   B. Reliability and validity of data source.

   C. Consistency among data for performance indicators.

3. Make a recommendation with regard to each perceived need. This recommendation should reflect whether a perceived need is considered valid or invalid and to what degree such consideration is true (e.g., How strong is the evidence substantiating the decision?).

NOTES

SUMMARY

The overall objective of this series of activities is to provide guidance in verifying opinions about the educational needs of a school district. Once these opinions or perceived needs have been verified, the task is to make a decision about which needs will be addressed through program analysis and planning. This decision should take into account the following factors:

- Ranking of perceived needs
- Information on "validity" of need (verified?)
- School district resources

Addressing each of these factors is important in developing a sound rationale for identifying priority needs.

A Description of a School District's Needs Validation Process

This section of the resource guide is intended to provide school districts with a description of a validation process undertaken by a school system in Rhode Island. This validation took place after the results of a written questionnaire were received and reviewed by the superintendent, his staff and a community advisory group. Responsibility was given to a staff person in the central office to organize a committee for the validation of perceived needs. That staff person and the committee would then be responsible for coordinating the validation activity and reporting the results to the superintendent and his advisory group.

This description of a school district's validation process will follow a sequence of activities similar to that which was illustrated in the first section of this guide. Although there were some differences, the local school district was involved in the same basic set of activities as described in Part I.

ACTIVITY #1:

Select a committee to conduct the needs validation process.

The superintendent designated a member of his central office staff to coordinate the selection of a committee and the tasks associated with the needs validation process (Project Coordinator). The committee that was chosen consisted of all principals as well as the curriculum director for the school district. The committee decided to meet on a weekly basis; other staff members were used on an ad hoc basis for specific tasks in the validation process.

ACTIVITY #2:

Orient the committee regarding LPAP and the needs validation process.

The Project Coordinator provided the committee with an overview of the needs assessment activities completed (survey) and those activities planned for the coming months (validation). In addition, the role of the committee and tasks for the validation were described and discussed. Most of the committee was familiar with LPAP; thus, little time was needed to describe the district's activities with regard to the overall process.

The following key tasks were noted:

1. Determination of performance indicators
2. Administration of assessment instruments
3. Collection and analysis of data
4. Report of results

ACTIVITY #3:

Identify perceived needs to be validated.

The superintendent and his advisory group determined which of the perceived needs should be validated before charging the Project Coordinator and his committee with validation. This determination was made by the selection of only those needs that ranked highest on the priority list from the results of needs assessment survey. Since the results had ratings attached to each need, the committee chose a rating of 4.1 (on a five point scale) as the cut-off score for the selection. All needs receiving a rating of 4.1 or higher would be considered for validation. Based on this criteria, 24 perceived needs are identified.

The committee next reviewed the needs assessment report to determine how these 24 perceived needs were judged with regard to responsibility of the schools in meeting the needs. Six needs had ratings that indicated low school responsibility and were thus eliminated from the list.

The final list of 18 perceived needs were submitted to the Project Coordinator for validation. Those needs are listed as follows:

#1 Students should understand and exercise self-discipline.

#2 Students should read with comprehension.

#3 Students should understand the effects of drugs including alcohol and tobacco in determining their use or misuse.

#4 Students should recognize and understand their own strengths and weaknesses.

#5 Students in vocational programs should experience on-the-job training in appropriate fields.

#6 Students should be able to convey ideas by means of written expression.

#7 Students should be able to express themselves effectively in spoken language.

#8 Students should be able to listen effectively.

#9 Students should apply the skills and knowledges acquired in their education to the demands of daily living.

#10 Students should be aware of a wide range of careers.

#11 Students involved in vocational programs should be able to develop competency in their chosen field.

#12 Students should spell correctly.

#13 Students should be able to solve problems through a logical and systematic thought process.

#14 Students should be aware of appropriate personal hygiene and nutrition.

#15 Students should use proper grammar.

#16 Students should be able to develop ideas creatively, using their knowledge and skills.

#17 Students should be able to apply research, reference and study skills to their work.

#18 Students should be able to apply fundamental mathematical operations and problem-solving skills to their daily lives.

ACTIVITY #4:

Identify sources of data for validation.

The Validation Committee was divided into subcommittees to develop a list of indicators for each of the perceived needs. Each of the subcommittees was assigned specific needs statements and asked to brainstorm ideas for evidence (data) that might be collected to substantiate the particular need. An example of the list for one of these perceived needs follows; the lists for each of the perceived needs can be found in Appendix A.

Perceived Need #1 *Students should understand and exercise self-discipline.*

Gather the following evidence (data) to validate the need:

a. Damage to school property -- school reports
b. Costs of repairing schools 75, 76, 77
c. Number of break-ins
d. Behavior of students at sports and social events
e. Homework assignments not completed
f. Research/independent study projects not completed
g. Study halls -- need to monitor
h. Cutting classes -- frequently
i. Bus behavior
j. Unexcused absences
k. Disciplinary infractions
l. Suspensions

Since the staff personnel responsible for testing and curriculum as well as all principals were involved in the committee, the availability of testing and records data was quickly determined.

ACTIVITIES 5 & 6:

Develop performance indicators and a plan for collecting data for these indicators.

The Project Coordinator developed a form for use with the committee as a means of recording performance indicators and other information that would facilitate the collection of validation data. A format for each performance indicator was developed. It consisted of:

1. subject — *e.g. students*
2. performance — *e.g. follow rules for bus behavior*
3. performance level — *e.g. percent of students*
4. method — *e.g. questionnaire*

In addition to these elements of the format, two other pieces of information were added:

5. Who would collect the information.
6. When would the information be due.

A form was then developed to insure consistency of reporting. This form was provided to members of the validation committee along with an illustrated example, (the performance indicator appears under the column, *What Information*), as shown on the next page.

PERCEIVED NEED: *Students should understand and practice self-discipline.*

WHO COLLECTS	*WHAT INFORMATION*	*HOW*	*DUE*
A. Each Principal	A. % of students who complete assigned homework as directed and on time.	A. Distribute questionnaire to teachers (provided by Validation Committee); summarize results. *(Refer to Appendix B for sample questionnaire.)*	A. To Superintendent one week after receipt.
B. Transportation Director	B. % of students who follow rules for bus behavior.	B. Questionnaire to Drivers (provided).	B. To Superintendent one week after receipt.
C. Each Principal	C. Number of the following infractions 1976-1977: *Class cutting* ___ *Tardiness* ___ *Suspensions* ___	C. Compile from files.	C. To Superintendent one week after receipt of information.

Committee members reviewed these forms and then met in their subcommittees to fill in the forms for each of the perceived needs. Once each of the subcommittees had completed these forms they were reviewed by the entire committee and revised if necessary. The entire set of documents for each of the perceived needs can be found in Appendix B.

The committee decided that additional information from standardized testing was not necessary; however, various questionnaires were developed to collect non-test information. An example of one of these questionnaires can be found in Appendix C.

ACTIVITY #7:

Collect and compile data for validation.

The Project Coordinator organized the data as it was reported back to him by the committee members. Committee members carried out the actual administration and/or collection of data.

The Project Coordinator developed a data report based on the information collected. An excerpt from that report follows on the next page.

North Kingstown School Department

Needs Assessment Validation Information

Fall, 1977

Need #1: *Students should understand and practice self-discipline.*

A. Percent of students who complete assigned classroom tasks as directed and on time.

	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Total
# of Teachers	1	2	0	3	7	17	12	33	60	57	192
% of Teachers	1	1	0	2	4	8	6	17	31	30	100

B. Percent of students who complete assigned homework as directed and on time.

	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Total
# of Teachers	1	3	1	7	10	10	16	34	47	35	164
% of Teachers	1	2	1	4	6	6	10	21	28	21	100

C. Percent of students who abide by classroom rules and/or standards of behavior.

	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Total
# of Teachers	1	1	1	0	3	6	10	28	58	86	194
% of Teachers	1	1	1	0	2	3	5	13	30	44	100

Data on the performance indicators was compiled for each of the perceived needs in this same format. The complete set of data can be found in Appendix D. The data reports were distributed to the administrative council (principals and central office staff), the faculty advisory committee (2 teachers from each school) and the Needs Assessment Committee (community and staff).

ACTIVITY #8:

The Project Coordinator provided each of the groups with some points to consider in evaluating the data on performance indicators. These points were similar to those suggested in Activity 8, Step 2 in Part I of this manual and dealt with the completeness, validity, and consistency of the data.

A response sheet, designed by the coordinator was used in each group to log the groups' responses to the validation of each perceived need. A copy of that response sheet appears in Appendix E. When each of the groups had discussed, reviewed and reached agreement on the status of each need, the coordinator summarized the results and presented the data and recommendations to the superintendent for his action.

Appendix A

NEEDS ASSESSMENT STUDY

PRIORITY NEEDS

Perceived Need #1 Students should understand and practice self-discipline.

Gather the following evidence (data) to validate the need:

a. Damage to school property--school reports
b. Costs of repairing schools 75, 76, 77
c. Number of break-ins
d. Behavior of students at sports and social events
e. Homework assignments not completed
f. Research/independent study projects not completed
g. Study halls--need to monitor
h. Cutting classes--frequency
i. Bus behavior
j. Unexcused absences
k. Disciplinary infractions
l. Suspensions

Perceived Need #2 Students should read with comprehension.

Gather the following evidence (data to validate the need):

a. Number of students who read with comprehension at a level commensurate with their ability CTBS
b. Number of referrals to and participants in Title I
c. Number of referrals to Learning Disabilities Specialist
d. Number of students who read below level
e. Reports from reading specialists--number of students evaluated who need help

Perceived Need #3 Students should understand the efeects of drugs including alcohol and tobacco in determining their use or misuse.

Gather the following evidence (data) to validate the need:

a. Number of reports of violations--marijuana, pills
b. Number of overdose cases
c. Police reports
d. Objective tests for understanding effects

Perceived Need #4 Students should recognize and understand their own strengths and weaknesses.

Gather the following evidence (data) to validate the need:

Perceived Need #5 Students involved in vocational programs should experience on-the-job training in appropriate fields.

Gather the following evidence (data) to validate the need:

a. Number of students in vocational education programs
b. Number of students in vocational education programs who received on-the-job training
c. The duration and extent of training in b. above
d. Number of students in regional vocational school--number who receive on-the-job training

Perceived Need #6 Student should be able to convey ideas by means of written expression.

Gather the following evidence (data) to validate the need:

a. Writing sample (standardized?)
b. State Test results--17 year olds
c. Teacher reports

Perceived Need #7 Students should be able to express themselves effectively in spoken language.

Gather the following evidence (date) to validate the need:

a. Results of CTBS scores in usage, grammar
b. Teacher reports on number of students who do not enunciate or pronunciate properly
c. Oral responses are satisfactory (clear, complete) teacher reports of %
d. Number of students evaluated and seen by speech specialists
e. Number of students who communicate monosyllabically or by non-verbal means

Perceived Need #8 Students should be able to listen effectively.

Gather the following evidence (data) to validate the need:

a. Administer locally developed or standardized test of "following directions;" score, analyze results
b. Teacher reports of "not paying attention"
c. Teacher reports of following directions in luch room, corridors, classroom, etc.

Perceived Need #9 Students should apply the skills and knowledges acquired in their education to the demands of daily living.

Gather the following evidence (data) to validate the need:

a. Personal heals
b. Civic responsibility
c. Attitudes toward others
d. Decision making
e. Consumer

Perceived Need #10 Students should be aware of a wide range of careers.

Gather the following evidence (data) to validate need:

a. Number of lessons directly discussing careers
b. Result of survey re: career awareness

Perceived Need #11 Students involved in vocational programs should be able to develop competency in their chosen field.

Gather the following evidence (data) to validate need:

a. Telephone survey of employers of recent voc-ed graduates
b. Reports from teachers--number of students finishing programs who are competent
c. Number of courses which lead to job duty skills versus the number which might be chosen if available

Perceived Need #12 Students should spell correctly.

Gather the following evidence (data) to validate need:

a. Results of CTBS scores in spelling
b. Teacher-made tests
c. Marks on report cards in spelling

Perceived Need #13 Students should be able to solve problems through a logical and systematic thought process.

Gather the following evidence (data) to validate need:

a. Results of CTBS Math tests
b. Geometry grades
c. SAT tests--(limited) verbal (analogies) results--

Perceived Need #14 Students should be aware of appropriate personal hygiene and nutrition.

Gather the following evidence (data) to validate need:

a. Survey of physical education teachers
b. Dental records--school dentist's report
c. School doctor's records
d. Nutrition tests--Personal hygiene tests

e. Survey home economics teachers-Middle Schools/High School
f. Medical records of problems (lice, body ordor)
g. Science grades

Perceived Need #15 Students should use proper grammar.

a. Results of CTBS in grammar
b. Teacher reports

Perceived Need #16 Students should be able to develop ideas creatively, using their knowledge and skills.

Gather the following evidence (data) to validate the need:

a. Survey of student projects and exhibits (home ec., science, 4-H, arts, writing)
b.

Perceived Need #17 Students should be able to apply research, reference, and study skills to their work.

Gather the following evidence (data) to validate the need:

a. Results of CTBS tests
b. Reports from school librarians
c. Reports from social studies teachers in Middle and High Schools
d. Number of independent study projects

Perceived Need #18 Students should be able to apply fundamental mathematical operations and problem-solving skills to their daily lives.

Gather the following evidence (data) to validate the need:

a. Results of CTBS Math tests
b. Geometry grades
c. Survey of home ec and business departments

Appendix B

NORTH KINGSTOWN SCHOOL DEPARTMENT

NEEDS ASSESSMENT VALIDATION

FALL, 1977

Topics to be Studied

#1 Students should understand and practice self-discipline.

Who Collects	What Information	How	Due
A. Each Principal	A. % of students who complete assigned classroom tasks as directed and on time.	A. Distribute questionnaire provided to teachers and summarise information.	A. To Superintendent one week after receipt.
B. Each Principal	B. % of students who complete assigned homework as directed and on time.	B. Distribute questionnaire provided to teachers; summarize information	B. To Superintendent one week after receipt.
C. Each Principal	C. % of students who abide by classroom rules and/or standards of behavior.	C. Distribute questionnaire provided to teachers; summarize results.	C. To Superintendent one week after receipt
D. Transportation Supervise	D. % of students who follow rules for behavior on buses.	D. Questionnaire to drivers	D. One Week (Superintendent)
E. Transportation Supervisor	E. Number of misconduct notices issued 76-77	E. Files	E. As soon as possible Superintendent
F. Each Principal	F. % of students who abide by rules and/or standards of behavior in 1) Cafeteria, 2) Playground, 3) Study Hall, 4) Media Center	F. Questionnaire to appropriate staff. Distribute and summarize.	F. To Superintendent one week after receipt
G. Each Principal	G. # of cases of the following infractions 76-77: Class Cutting _____ Tardiness _____ Suspensions _____	G. Compile from files	G. To Superintendent one week after receipt of information

NORTH KINGSTOWN SCHOOL DEPARTMENT

NEEDS ASSESSMENT VALIDATION

FALL, 1977

Topics to be Studied

#3 Students should understand effects of drugs including alcohol and tobacco in determining their use or misuse.

Who Collects				
A. Each Principal	A. Curriculum content relating to instruction in drug education.	A. Examine the curriculum--report for each grade the kinds of instruction, the length of instruction, in drug use and abuse.	A. As soon as possible.
B. Each Principal	B. Teacher opinions of effectiveness of our efforts in drug education.	B. Survey questionnaire. (For the level you teach, do you feel that drug education is: a) Excessive ( ) b) Sufficient ( ) c) Inadequate ( ) d) Should be completely reviewed and restructered ( )	B. As soon as possible. Report to Superintendent.
C. Each Principal	C. Student responses to objective test on understanding use and abuse of drugs.	C. If available, administer test to a sample group of students from all levels. Test would be developed by Central office	C. As soon as possible.
D. Central Office	D. Number of instances of drug violations by students.	D. From school records and principals' offices.	D. As soon as possible.

NORTH KINGSTOWN SCHOOL DEPARTMENT

NEEDS ASSESSMENT VALIDATION

FALL, 1977

Topics to be Studied

#6 Students should be able to convey ideas by means of written expression.

Who Collects	What Information	How	Due
A. Each Principal	A. Number and percent of students who can convey clearly by means of written expression.	A. Survey teachers. Distribute questionnaires.	A. As soon as possible.
B. Central Office	B. Number and percent of students by grade on the CTBS 76-77 Language Expression test scoring:	B. Compile from CTBS and report to Superintendent	B. As soon as possible.
	1. Below grade by yr. or more ___/___ (# / %)		
	2. Below 1/2 to 1 yr. ___/___		
	3. At grade level ___/___		
	4. Above 1/2 to 1 yr. ___/___		
	5. Above 1 yr. or more ___/___		
C. Central Office	C. Number and percent of students by grade on the CTBS 75-76 Language Expression sub-test scoring:	C. Compile from CTBS	C. As soon as possible.
	1. Below (-) ___/___		
	2. At ability ___/___		
	3. Above ability (+) ___/___		

Who Collects	What Information	How	Due
D. Central Office	D. Number and percent of students by grade on the CTBS 76-77 Language Mechanics Test scoring: # %	D. Compile from CTBS and report to Superintendent	D. As soon as possible
	1. Below Grade by yr. or more ___/___		
	2. Below 1/2 to 1 yr. ___/___		
	3. At grade level ___/___		
	4. Above 1/2 to 1 yr. ___/___		
	5. Above 1 yr. or more ___/___		
E. Central Office	E. Number and percent of students by grade on the CTBS 75-76 Language Mechanics sub-test scoring:	E. Compile from CTBS and teport to Superintendent	E. As soon as possible.
	1. Below (-) ___/___		
	2. At ability ___/___		
	3. Above ability (+) ___/___		
F. Each Principal	F. Number and percent of students by grade receiving A, B, C, or U on report cards in grammar June, 77.	F. Compile from report cards.	F. As soon as possible.
#7 Students should be able to express themselves effectively in spoken language.			
A. Central Office	A. Number and percent of students who can convey clearly by means of spoken language.	A. Survey teachers. Distribute questionnaires	A. As soon as possible.
B. Each Principal	B. Number and percent of students whose spoken responses in class are clear and complete.	B. Survey teachers. Distribute questionnaires	B. As soon as possible.
C. Central Office	C. Number of students in K, 3, 5, screening program (speech) who pass.	C. Speech therapists' records.	C. As soon as possible.

	Who Collects	What Information	How	Due
D.	Each Principal	D. Survey of teachers' opinions on pro-	D. Survey teachers. Distribute questionnaires	D. As soon as possible.
E.	Central Office	E. Number of students served by Speech Therapists 1976-77.	E. Files	E. As soon as possible.
#8	Students should be able to listen effectively.			
A.	Each Principal	A. Number and percent of students by grade who listen effectively.	A. Survey teachers. Distribute questionnaires.	A. As soon as possible
B.	Each Principal	B. Ratings on June, '77 report cards Work Habits: 1. Follows Directions 2. Listens	B. Report cards	B. As soon as possible.

#9 Students should apply the skills and knowledges acquired in their education to the demands of daily living.

Who Collects	What Information	How	Due
A. Each Principal	A. Percent of students who should be able to apply skills and knowledge etc. as a result of instructional programs. By grade.	A. Teacher questionnaire What % of students should be able to apply the knowledge and skills appropriate at the student's level necessary to meet the demands of daily living.	A. As soon as possible

#14 Students should be aware of appropriate personal hygiene and nutrition.

A. Each Principal	A. Percent of students who demonstrate awareness of personal hygiene and nutrition.	A. Teacher questionnaire	A. As soon as possible. Sort by kind of teacher. Summaraize and report to Superintendent.
B. Central Office	B. Number and percent of students having medical problems of a hygienic nature. (By grade?)	B. School Physician reports 75-76, 76-77.	B. As soon as possible.
C. Central Office	C. Number and percent of students having dental problems of a hygienic nature. (By grade?)	C. School Dentist reports 75-76, 76-77.	C. As soon as possible
D. School Nurse	D. Number and percent (by grade?) of students confirmed by nurse as having medical problems of a hygienic nature.	D. School nurse's records 75-76, 76-77.	D. As soon as possible.
E. Principals and Nurse	E. Number of students who are overweight.	E. Survey	E. As soon as possible.

#13 Students should be able to solve problems through a logical and systematic thought process.

Who Collects	What Information	How	Due
A. Each Principal	A. Number of percent of students in a math class who use the correct operation in solving a word problem appropriate to their level.	A. Survey Math teachers' grade 6-12 and elementary teachers. Use questionnaire provided. Summarize.	A. To Superintendent one week from receipt.
B. Central Office	B. Number and percent of students by grade on the CTBS 76-77 math applications sub-test scoring: 1. Below grade by yr. or more ___/___ (# / %) 2. Below 1/2 to 1 yr. ___/___ 3. At grade level ___/___ 4. Above 1/2 to 1 yr. ___/___ 5. Above 1 yr. or more ___/___	B. Compile from CTBS and report to Superintendent.	B. As soon as possible.
C. Central Office	C. Number and percent of students by grade on the CTBS 75-76 Math applications sub-test scoring: 1. Below ability (-) ___/___ 2. At ability ___/___ 3. Above ability (+) ___/___	C. Compile results of CTBS and report to Superintendent.	C. As soon as possible.
D. Each Principal	D. Number and percent of students in a science lab assignment who use the correct process in solving a word problem appropriate to their level.	D. Survey science teachers in appropriate grades. Use questionnaire provided.	D. To Superintendent one week from receipt.

#16 Students should be able to develop ideas creatively, using their knowledge and skills.

Who Collects	What Information	How	Due
A. Each Principal	A. Number of students who demonstrate ideas creatively.	A. Teacher Questionnaire	A. As soon as possible.

#17 Students should be able to apply research, reference, and study skills to their work.

Who Collects	What Information	How	Due
A. Central Office	A. Number and percent of students by grade on the CTBS 75-76 Reference Skills sub-test scoring: 1. Below (-) ___/___ 2. At ability ___/___ 3. Above ability (+) ___/___	A. Compile results of CTBS tests. Report to Superintendent	A. As soon as possible.
B. Central Office	B. Number and percent of students by grade on the CTBS 76-77 Reference Skills sub-test scoring: 1. Below grade by yr. or more ___/___ 2. Below 1/2 to 1 yr. ___/___ 3. At grade level ___/___ 4. Above 1/2 to 1 yr. ___/___ 5. Above 1 yr. or more ___/___	B. Compile results of CTBS tests. Report to Superintendent.	B. As soon as possible.
C. Each Principal* *Central Office contact public library.	C. Reports from school librarians on extent and quality of student use of libraries	C. Questionnaire provided to be completed, summarized, and returned to Superintendent	C. To Superintendent one week from receipt
D. Each Principal	D. % of students assigned to a teacher who use effective study skills in their school work.	D. Questionnaire provided to be completed, summarized, and returned to Superintendent.	D. To Superintendent one week from receipt
E. Each Principal	E. Number and percent of students responding positively to a questionnaire on research and study skills. (See Cathy)	E. Questionnaire provided to be completed, summarized, and returned to Superintendent.	E. As soon as possible.

#18 Students should be able to apply fundamental mathematical operations and problem-solving skills to their daily lives.

Who Collects	What Information	How	Due
A. Central Office	A. Number and percent of students by grade on the CTBS 75-76 sub-test in math applications scoring: (# / %) 1. Below ability (-) ___/___ 2. At ability ___/___ 3. Above ability (+) ___/___	A. Compile results of CTBS and report to Superintendent.	A. As soon as possible.
B. Central Office	B. Number and percent of students by grade on the CTBS 75-76 sub-test in math applications scoring: (# / %) 1. Below grade by yr. or more ___/___ 2. Below 1/2 to 1 yr. ___/___ 3. At Grade level ___/___ 4. Above 1/2 to 1 yr. ___/___ 5. Above 1 yr. or more ___/___	B. Compile results of CTBS and report to Superintendent.	B. As soon as possible
C. Each Principal	C. Number and percent of students by grade receiving A, B, C, U on report cards in math problem solving 6/77	C. Compile from 7/66 report cards	C. As soon as possible.
D. Each Principal	D. How many students can successfully apply math operations and problem solving skills appropriate to their level?	D. Survey teachers in home etc., business, I.A., others; all elementary.	D. As soon as possible.

Appendix C

NORTH KINGSTOWN SCHOOL DEPARTMENT

TO: Principals and Teachers

FROM: Project Coordinator

DATE: October 11, 1977

SUBJECT: Needs Assessment Validation (Continued)

Information is being gathered on the following need:

Students should understand and practice self-discipline.

(Teacher's Name) (Gr.) (Subject) (Dept.)

Please provide the following information where applicable:

Self-Discipline

1. % of students who complete assigned classroom tasks as directed and on time:

( ) 0-10% ( )11-20% ( )21-30% ( ) 31-40% ( )41-50%
( )51-60% ( )61-70% ( )71-80% ( ) 81-90% ( )91-100%

2. % of students who complete assigned homework as directed and on time:

( ) 0-10% ( )11-20% ( )21-30% ( )31-40% ( )41-50%
( )51-60% ( )61-70% ( )71-80% ( )81-90% ( )91-100%

3. % of students who abide by classroom rules and/or standards of behavior:

( ) 0-10% ( )11-20% ( )21-30% ( )31-40% ( )41-50%
( )51-60% ( )61-70% ( )71-80% ( )81-90% ( )91-100%

4. % of students who abide by rules and/or standards of behavior in:

	Cafeteria	Playground	Study Hall	Media Center
0-10%	( )	( )	( )	( )
11-20%	( )	( )	( )	( )
21-30%	( )	( )	( )	( )
31-40%	( )	( )	( )	( )
41-50%	( )	( )	( )	( )
51-60%	( )	( )	( )	( )
61-70%	( )	( )	( )	( )
71-80%	( )	( )	( )	( )
81-90%	( )	( )	( )	( )
91-100%	( )	( )	( )	( )

5. What is your overall perspective of student self-discipline?

☐ Excellent ☐ Good ☐ Fair ☐ Poor

Appendix D

North Kingstown School Department
Needs Assessment Validation Information
Fall, 1977

Need #1 Students should understand and practice self-discipline.

A. Percent of students who complete assigned classroom tasks as directed and on time.

	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Total
# of Teachers	1	2	0	3	7	17	12	33	60	57	192
% of Teachers	1	1	0	2	4	8	6	17	31	30	100

B. Per cent of students who complete assigned homework as directed and on time.

	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Total
# of Teachers	1	3	1	7	10	10	16	34	47	35	164
% of Teachers	1	2	1	4	6	6	10	21	28	21	100

C. Per cent of students who abide by classroom rules and/or standards of behavior.

0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Total
1	1	1	0	3	6	10	28	58	86	194
1	1	1	0	2	3	5	13	30	44	100

D. Percent of students who follow rules for behavior on buses.

	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Total
# of Busriders	0	0	1	3	1	4	3	8	17	25	62
% of Busriders	0	0	2	5	2	6	5	13	27	40	100

E. Number of bus misconduct notices issued during 1976-77.

23

F. Percent of students who abide by rules and/or standards of behavior in:

Cafeteria

	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Total
# of Responses	1	1	0	0	3	0	15	24	22	5	71
% of Responses	1	1	0	0	4	0	22	34	31	7	100

Playground

	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Total
# of Responses	0	2	1	0	0	1	6	26	17	8	61
% of Responses	0	3	1	0	0	1	10	43	28	14	100

Study Hall

											Total
# of Responses	0	0	2	2	0	0	3	6	7	19	39
% of Responses	0	0	5	5	0	0	7	16	18	49	100

Media Center

											Total
# of Responses	0	1	1	0	2	3	5	6	32	13	63
% of Responses	0	1	1	0	3	5	8	10	51	21	100

G. Number of cases of the following infractions for 1976-77.

Class cutting	3600
Tardiness	13,400
Suspensions	373

H. Teacher rating of student self-discipline.

	EXCELLENT	GOOD	FAIR	POOR	TOTAL
# of teachers	10	107	54	8	179
% of teachers	6	60	30	4	100

Need # 2 Students should read with comprehension.

A. Scores on the 1975-76 CTBS Reading sub-test. Number and percent scoring in relation to expectations:

Total	Grade	Below #	Below %	At #	At %	Above #	Above %
367	3	15	4	316	86	36	10
343	4	18	5	275	80	50	15
356	5	15	4	293	82	48	14
374	6	28	7	305	82	41	11
360	7	17	5	323	90	20	5
407	8	21	5	362	89	24	6
561	9	55	10	483	86	23	4
402	10	28	7	341	85	33	8
316	11	14	4	258	82	44	14
3486		211	63 6	2956	85	319	9

B. Scores on the 1975-76 CTBS Reading post-Test. Average scores by grade, by I.Q.

GRADE	# OF STUDENTS	AVERAGE I.Q.	OBTAINED G.E. SCORE	EXPECTED G.E. SCORE	DIFF
3.9	364	107.1	4.7	4.5	+.2
	108	115 OR ABOVE	6.9		+.6
	85	96 TO 104	4.0		+.1
	26	85 OR BELOW	2.2		0
4.9	340	106	5.8	5.6	+.2
	96	115 OR ABOVE	8.2		+.2
	65	96 TO 104	5.2		+.2
	26	85 OR BELOW	3.1		+.1
5.9	355	105.4	7.3	7.0	+.3
	89	115 OR ABOVE	10.1		+.4
	93	96 TO 104	6.1		+.2
	25	85 OR BELOW	4.2		+.6
6.9	361	105.5	8.2	8.2	0
	86	115 OR ABOVE	11.0		+.3
	103	96 TO 104	7.2		-.1
	29	85 OR BELOW	4.4		+.2
7.9	358	103.1	9.1	9.0	+.1
	62	115 OR ABOVE	12.9		+.5
	91	96 TO 104	8.5		+.2
	34	85 OR BELOW	4.8		0
8.9	401	103.3	10.1	10.1	0
	88	115 OR ABOVE	12.9		0
	93	96 TO 104	9.6		+.1
	39	85 OR BELOW	5.7		+.3

9.9	539	100.1	10.7	11.1	-.4
	86	115 OR ABOVE	13.6		0
	156	96 TO 104	10.5		-.3
	73	85 OR BELOW	6.0		-1.4
10.9	392	101.4	12.0	12.1	-.1
	55	115 OR ABOVE	13.6		0
	113	96 TO 104	11.8		+.1
	45	85 OR BELOW	7.3		-.9
11.9	301	101.6	13.6	13.1	+.5
	49	115 OR ABOVE	13.6		0
	92	96 TO 104	13.4		+.7
	28	85 OR BELOW	7.9		-.5

C. Scores on the 1976-77 CTBS Reading sub-test. Number and per cent scoring in relation to grade level:

		BELOW 1+		BELOW 1/2 TO 1		AT GRADE		ABOVE 1/2 TO 1		ABOVE 1+	
TOTAL	GRADE	#	%	#	%	#	%	#	%	#	%
421	1	4	1	3	1	291	69	74	17	49	12
361	2	8	2	27	7	121	34	79	22	126	35
346	3	24	7	10	3	78	23	53	15	181	52
347	4	24	7	19	5	64	18	34	10	206	60
329	5	28	8	26	8	58	18	37	11	180	55
360	6	43	12	26	7	52	15	22	6	217	60
364	7	63	17	15	4	66	18	29	7	191	54
353	8	67	19	19	5	43	12	34	10	190	54
543	9	115	21	43	8	60	11	44	8	281	52
448	10	79	17	30	7	66	15	22	5	251	56
316	11	58	18	15	5	36	11	24	8	183	58
4188		513	12	233	6	935	22	452	11	2055	49

D. Number of students served by Learning Disabilities Teachers in 1976-77.

93 - about 4½% of elementary enrollment.

E. Number of students served by Reading Specialists in 1976-77.

522 - about 10% of enrollment.

F. Reading levels of students by grade on Report Cards - June, 1977.

TOTAL	GRADE	BELOW #	BELOW %	AT #	AT %	ABOVE #	ABOVE %
429	1	91	22	293	68	45	10
384	2	70	18	259	67	55	15
342	3	73	21	217	64	52	15
351	4	68	19	235	67	48	14
330	5	107	32	145	44	78	24
317	6	89	28	129	41	99	31
2153		498	23	1278	59	377	18

Need #3 Students should understand the effects of drugs including alcohol and tobacco in determining their use or misuse.

A. Describe the nature and extent of drug education in the schools.

Minimum instruction at all levels.

Very informal at all levels. No system-wide coordinated program. In the elementary schools, teachers discuss drugs in relation to health and safety. Extent and kind of instruction depends upon age level.

B. Effectiveness of drug education. Teacher survey.

	NUMBER OF TEACHERS RESPONDING	% OF TOTAL
Excessive	2	1
Sufficient	59	36
Inadequate	65	39
Needs major revision	40	24

C. Number of instances of drug violations by students, 1976-77.

27

Need #4 Students should recognize and understand their own strengths and weaknesses.

A. Describe programs, practices, and activities that help students assess their strengths and weaknesses.

1. Report cards at all levels.

2. Standardized Testing at all levels. Interpretation of results.

3. Day to day Teacher interaction with pupils regarding their progress or lack of accomplishment. this is done through correcting of pupil's work and oral responses of teachers.

4. Work of specialists (i.e. counselors and reading teachers) with pupils at all levels in self-assessment, learning to use strengths and accept weaknesses.

5. Contact with parents in each of the above areas for reinforcement at home.

B. Per cent of students who are aware of their strengths.

	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Total
# of Teachers	11	5	15	11	17	18	23	26	17	5	148
% of Teachers	7	3	10	7	11	12	17	19	11	3	100

C. Per cent of students who are aware of their weaknesses.

	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Total
# of Teachers	10	7	16	15	17	19	23	21	16	3	147
% of Teachers	7	5	11	10	11	13	16	14	11	2	100

Need #5 Students involved in vocational programs should experience on-the-job training in appropriate fields.

A. Number of students in vocational programs:

Business	250
Resource Dev.	100
Other: Specify	
Pre-voc & vocational	250

B. Number in each category above who receive on-the-job training:

Business	5
Resource Dev.	20
Other:	0
_____	___
_____	___
_____	___

C. Extent and duration of on-the-job training in each category:

	# PERIODS PER WEEK	# OF WEEKS
Business	2	all year
Resource Dev. *	___	___
_____	___	___
_____	___	___
_____	___	___

* Varies from a few weeks to all year; from 2 hours a day to full time jobs.

D. VEAC recommendations call for extensive overhaul of vocational education offerings.

E. Coventry - Enrollments
Quota 32% - NK

1977-78 ~~100~~ all student
14 NK students
194 quota

Need # 6 Students should be able to convey ideas by means of written expression.

A. Number and per cent of students who can convey ideas effectively in written expression.

	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Total
# of Teachers Responding	4	4	10	10	17	21	23	28	24	3	144
% of Teachers	2	2	7	7	13	15	16	19	17	2	100

B. Scores on the 1975-76 CTBS Language Expression sub-test. Number and per cent scoring in relation to expectations:

Grades 3-11 3486 Students

	#	%
Below Expectations	224	6
At Expectations	2892	83
Above Expectations	370	11

C. Scores on the 1975-76 CTBS Language Expression sub-test. Average scores by grade, by I.Q.

GRADE	# OF STUDENTS	AVERAGE I.Q	OBTAINED G.E. SCORE	EXPECTED G.E. SCORE	DIFF
3.9	364	107.1	5.2	4.6	+.6
	108	115 OR ABOVE	8.2		+.6
	85	96 TO 104	4.4		+.5
	26	85 OR BELOW	2.2		+.1
4.9	340	106	6.5	6.2	+.3
	96	115 OR ABOVE	9.2		0
	65	96 TO 104	5.7		+.3

		26	85 OR BELOW	2.7		0
	5.9	355	105.4	7.9	7.6	+.3
		89	115 +	10.3		-.2
		93	96 TO 104	6.5		+.3
		25	85 -	3.8		+.7
	6.9	361	105.5	8.7	8.6	+.1
		86	115 +	11.5		-.1
		103	96 TO 104	7.6		-.1
		29	85 -	3.4		0
	7.9	358	103.1	9.8	9.5	+.3
		62	115 +	12.9		0
		91	96 TO 104	9.5		+.8
		34	85 -	4.7		+.8
	8.9	401	103.3	10.3	10.3	0
		88	115 +	12.9		0
		93	96 TO 104	10.0		0
		39	85 -	4.4		+.1
	9.9	539	100.1	10.9	11.1	-.2
		86	115 +	13.6		0
		156	96 TO 104	10.4		-.3
		73	85 -	4.7		-1.0
	10.9	392	101.4	13.0	12.4	+.6
		55	115 +	13.6		0
		113	96 TO 104	12.2		+.3
		45	85 -	6.5		-.6
	11.9	301	101.6	13.6	13.6	0
		49	115 +	13.6		0
		92	96 TO 104	13.6		0
		28	85 - 72	8.0		+.6

D. Scores on the 1976-77 CTBS Language Expression sub-test. Number and percent scoring in relation to grade level:

Grades 3-11 3411 Students

	#	%
Below Grade 1 YR OR MORE	610	18
Below 1/2 TO 1 YR	168	5
At Grade Level	381	11
Above Grade 1/2 TO 1 YR	192	6
Above Grade 1 YR OR MORE	2060	60

E. Scores on the 1975-76 CTBS Language Mechanics sub-test. Number and percent scoring in relation to expectations:

Grades 3-11 3486 Students

	#	%
Below Expectations	300	9
At Expectations	2916	84
Above Expectations	270	7

F. Scores on the 1975-76 CTBS Language Mechanics sub-test. Average scores by grade, by I.Q.

GRADE	# OF STUDENTS	AVERAGE I.Q.	OBTAINED G.E. SCORE	EXPECTED G.E. SCORE	DIFF
3.9	364	107.1	4.5	4.4	+.1
	108	115+	7.2		-.2
	85	96 TO 104	4.0		+.2
	26	85-	2.1		0
4.9	340	106	5.7	5.8	-.1

-14-

	96	115+	9.0		-.3
	65	96 TO 104	5.2		-.1
	26	85-	2.9		+.3
5.9	355	105.4	8.0	7.6	+.4
	89	115+	11.2		+.5
	93	96 TO 104	6.1		+.2
	25	85-	3.6		+.3
6.9	361	105.5	8.4	8.5	-.1
	86	115+	11.5		+.3
	103	96 TO 104	7.1		-.5
	29	85-	3.0		-.4
7.9	358	103.1	9.0	9.0	0
	62	115+	11.9		0
	91	96 TO 104	8.9		+.4
	34	85-	3.7		-.3
8.9	401	103.3	10.3	10.0	+.3
	88	115+	12.9		+.2
	93	96 TO 104	9.8		+.1
	39	85-	4.0		-.3
9.9	539	100.1	11.2	11.0	+.2
	86	115+	13.6		0
	156	96 TO 104	11.1		+.2
	73	85-	4.7		-.6
10.9	392	101.4	12.7	12.1	+.6
	55	115+	13.6		0
	113	96 TO 104	12.9		+.9
	45	85-	6.8		0
11.9	206	101.6	13.6	13.2	+.4
	46	115+	13.6		0
	52	96 TO 104	13.6		+.3
	28	85-	8.2		+.6

G. Scores on the 1976-77 CTBS Language Mechanics sub-test. Number and percent scoring in relation to grade level:

Grades 3-11 3411 Students

	#	%
Below Grade 1 YR or more	807	24
Below Grade 1/2 to 1 YR	179	5
At Grade Level	349	10
Above Grade 1/2 to 1 YR	195	7
Above Grade 1 YR or more	1881	54

H. Report card marks in grammar - June, 1977.

GRADE	A #	A %	B #	B %	C #	C %	U #	U %	TOTAL
2ND	23	10	116	52	82	37	2	1	223
3RD	24	13	97	52	65	34	1	1	187
4TH	28	14	109	50	73	33	10	4	220
5TH	59	26	74	34	82	36	10	4	225
TOTAL	134	16	396	46	302	35	23	3	855

Need # 7 Students should be able to express themselves effectively in spoken language.

	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Total
# of Teachers	1	2	4	5	25	21	17	33	42	12	162
% of Teachers	1	2	3	4	15	13	10	20	26	7	100

A. Per cent of students whose spoken responses are clear and complete.

B. Number and per cent of students in kindergarten, grades 3 and 5, who pass speech and language screening.

GRADE	TOTAL # SCREENED	# WHO PASS	%
K	340	272	80
3	357	285	80
5	351	280	80

C. Number of students in a class of 25 who do not pronounce or enunciate words correctly most (75%) of the time.

	A FEW 5-10 STUDENTS	SOME 10-15 STUDENTS	MANY 15-20	MOST 20-25	Total
# of Teachers responding	71	29	8	1	109
% of Response	65	27	7	1	100

D. Number of students served by speech therapists - 1976-77.

277 - about 5% of enrollment.

Need #8 Students should be able to listen effectively.

A. Per cent of students who listen effectively.

	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Total
# of Teacher Responses	8	7	10	11	13	25	29	30	25	4	162
% of Response	5	4	6	7	9	15	18	19	15	2	100

B. Report card ratings in "Listens", June, 1977.

		RATING 1 EXCELLENT		2 GOOD		3 SHOWS IMPROVEMENT		4 NEEDS TO IMPROVE		5 POOR	
	GRADE	#	%	#	%	#	%	#	%	#	%
268	1ST	64	24	98	37	70	26	27	10	9	3
246	2ND	50	20	128	52	52	21	16	7	0	0
206	3RD	41	20	112	54	38	19	13	6	2	1
235	4TH	48	20	129	55	36	15	17	7	5	2
214	5TH	54	25	102	48	35	17	20	9	3	1
1169	TOTAL	257	21	569	49	231	20	93	8	19	2

C. Report card ratings in "Follows Directions", June, 1977.

		RATING 1 EXCELLENT		2 GOOD		3 SHOWS IMPROVEMENT		4 NEEDS TO IMPROVE		5 POOR	
	GRADE	#	%	#	%	#	%	#	%	#	%
267	1ST	69	26	101	38	61	23	27	10	9	3
246	2ND	45	18	145	59	39	16	16	7	1	0
211	3RD	46	22	113	54	39	18	12	6	1	0
237	4TH	39	17	139	59	39	16	19	8	1	0
212	5TH	54	26	101	48	37	17	15	7	5	2
1173	TOTAL	253	22	599	51	215	18	89	8	17	1

Need #9 Students should apply the skills and knowledge acquired in their education to the demands of daily living.

A. Per cent of students who do:

	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	TOTAL
# OF TEACHERS RESPONDING	1	3	2	3	13	11	16	36	40	43	168
% OF RESPONSE	1	2	1	2	8	6	9	21	24	26	100

Need #10 Students should be aware of a wide range of careers.

A. Describe the nature and extent of career awareness instruction in the schools.

No formal instruction at any level in career awareness.

Need #11 Students involved in vocational programs should be able to develop competency in their chosen field.

JUNE, 1977

A. Number of students finishing vocational programs who have acquired job entry skills.

Business	40
Resource Dev.	12
Other:	5
COVENTRY	7

B. Number of graduates who have entered the job market with job entry skills.

Business	20
Resource Dev	8
Other	5

Need #12 Students should spell correctly.

A. Scores on the 1975-76 CTBS Spelling sub-test. Number and per cent scoring in relation to expectations.

Grades 3-11 3496 Students

	#	%
Below Expectations	359	10
At Expectations	2881	82
Above Expectations	256	8

B. Scores on the 1975-76 CTBS Spelling sub-test. Average scores by grade, by I.Q.

GRADE	# OF STUDNTS	AVERAGE I.Q.	OBTAINED G.E. SCORE	EXPECTED G.E. SCORE	DIFF
3.9	364	107.1	4.4	4.7	-.3
	108	115+	6.4		+.2
	85	96 TO 104	3.8		-.1
	26	85-	2.0		-.4
4.9	340	106	5.3	5.5	-.2
	96	115+	7.5		+.1
	65	96 TO 104	5.2		-.1
	26	85-	2.4		-.6
5.9	355	105.4	6.6	7.0	-.4
	89	115+	9.5		-.1
	93	96 TO 104	5.4		-.4
	25	85-	3.2		-.3
6.9	361	105.5	7.7	8.1	-.4
	86	115+	10.3		0
	103	96 TO 104	6.7		-.8

	29	85-	3.6		-.2
7.9	358	103.1	8.6	8.9	-.3
	62	115+	12.3		+.6
	91	96 TO 104	8.6		+.2
	34	85-	3.8		-1.0
8.9	401	103.3	9.7	10.0	-.3
	88	115+	12.9		0
	93	96 TO 104	8.8		-.9
	39	85-	5.1		-.2
9.9	539	100.1	10.1	10.5	-.4
	86	115+	13.6		0
	156	96TO 104	10.0		-.3
	73	85-	5.5		-.8
10.9	392	101.4	11.2	11.4	-.2
	55	115+	13.6		0
	113	96 TO 104	11.7		+.3
	45	85-	5.6		-1.8
11.9	301	101.6	12.9	12.8	+.1
	49	115+	13.6		0
	92	96 TO 104	13.6		+.5
	28	85-	7.6		-.8

C. Scores on the 1976-77 CTBS Spelling sub-test. Number and per cent scoring in relation to grade level:

Grades 3-11 3410 Students

	#	%
Below Grade 1 yr or more	981	28
Below Grade ½ to 1 yr	219	7
At Grade Level	455	13
Above Grade ½ to 1 yr	239	8
Above Grade 1 yr or more	1516	44

D. Report card marks in Spelling - June, 1977.

	A		B		C		U		
GRADE	#	%	#	%	#	%	#	%	TOTAL
2ND	115	31	146	39	104	26	12	4	377
3RD	81	24	151	45	89	27	12	4	333
4TH	86	28	155	51	59	19	7	2	307
5TH	97	29	139	42	80	24	17	5	333
TOTAL	379	28	591	44	332	25	48	3	1350

E. Number of students in a class of 25 who would misspell at least 10% of the words.

	A FEW 5-N STUDENTS	SOME 10-15 STUDENTS	MANY (15-20) STUDENTS	MOST 20-25 STUDENTS	
# OF TEACHERS RESPONDING	96	51	13	9	169
% OF RESPONSE	57	30	8	5	100

Need #13 Students should be able to solve problems through a logical and systematic thought process.

A. Per cent of students in a math class who use the correct operation in solving a word problem appropriate to their level.

	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	TOTAL
# OF TEACHERS REPRESENTING	2	3	3	6	4	6	15	26	20	4	89
% OF TEACHERS	2	3	3	7	4	7	17	30	23	4	100

B. Scores on the 1975-76 CTBS Math Applications sub-test. Number and per cent scoring in relation to expectations.

Grades 3-11 3486 students

	#	%
Below Expectations	254	7
At Expectations	2962	85
Above Expectations	270	8

C. Scores on the 1975-76 CTBS Math Applications sub-test. Average scores by grade, by I.Q.

GRADE	# OF STUDENTS	AVERAGE I.Q.	OBTAINED G.E. SCORE	EXPECTED G.E. SCORE	DIFF
3.9.	364	107.1	4.4	4.5	-.1
4.9	340	82 106	5.3	5.5	-.2

5.9	355	105.4	6.9	6.8	+.1
6.9	361	105.5	7.5	7.9	-.4
7.9	358	103.1	8.7	8.8	-.1
8.9	401	103.3	9.9	10.0	-.1
9.9	539	100.1	10.6	10.7	-.1
10.9	392	101.4	11.9	11.2	+.7
11.9	301	101.6	13.6	11.6	+2.0

D. Scores on the 1976-77 CTBS Math Applications sub-test. Number and per cent scoring in relation to grade level:

Grades 3-11 3394 Students

	#	%
Below 1 YR OR MORE	730	23
Below 1/2 TO 1	216	6
At Grade Level	518	15
Above 1/2 TO 1	219	6
Above 1 OR MORE	1711	50

E. Per cent of students in a science lab assignment who use the correct process in solving a word or experimental problem appropriate to their leve

	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Total
# of Teachers Responding	1	1	1	1	4	0	5	9	14	3	39
% of Teachers	2	2	2	2	10	0	13	24	36	9	100

Need # 14 Students should be aware of appropriate personal hygiene and nutrition.

A. Per cent of students who demonstrate awareness of proper personal hygiene.

	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	Total
# of Teachers Reporting	2	2	2	4	3	7	17	35	64	28	164
% of Teachers	1	1	1	2	2	5	10	21	40	17	100

Nurse - Over 95%

B. Per cent of student who take showers after gym Class. Secondary phys. ed. teachers.

	0-10%	11-20%	61-70%	81-90%	91-100%
# of Teachers	3	2	1	1	1

C. Per cent of students who demonstrate awareness of proper nutrition.

	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
# of Teachers	1	1 HEC 1 EL			3	1 HEC 1 EL	7	7 EL 1 HEC	10	2

Nurse - 60% in H.S.; 80% in middle schools; 90% in elem.

D. Per cent of student who demonstrate proper eating habits in the cafeteria.

70% - average of all schools reporting.

E. Per cent of student who are overweight.

Nurse 5-10%

30% - average of all schools reporting.

F. Number and per cent of students who have medical problems of a hygienic nature.

Less than 1%

G. Number and per cent of students who have dental problems of a hygienic nature.

2 to 3 %

Need #15 Students should use proper grammar.

A. Scores on the 1975-76 CTBS Language Expression pre-test. Number and per cent scoring in relation to expectations:

Grades 3-11 3486 students

	#	%
Below Expectations	224	6
At Expectations	2892	83
Above Expectations	370	11

B. Scores on the 1975-76 CTBS Language Expression pre-test. Average scores by grade, by I.Q.:

GRADE	# OF STUDENTS	AVERAGE I.Q.	OBTAINED G.E. SCORE	EXPECTED G.E. SCORE	DIFF
3.9	364	107.1	5.2	4.6	+.6
4.9	340	106	6.5	6.2	+.3
5.9	355	85 105.4	7.9	7.6	+.3

6.9	361	105.5	8.7	8.6	+.1
7.9	358	103.1	9.8	9.5	+.3
8.9	401	103.3	10.3	10.3	0
9.9	539	100.1	10.9	11.1	-.2
10.9	392	101.4	13.0	12.4	+.6
11.9	301	101.6	13.6	13.6	0

C. Scores on the 1976-77 CTBS Language Expression sub-test. Number and per cent scoring in relation to grade level:

Grades 3-11 3411 Students

	#	%
Below 1 YR OR MORE	610	18
Below 1/2 TO 1	168	5
At Grade Level	381	11
Above 1/2 TO 1	192	6
Above 1 YR OR MORE	2060	60

D. Number of students in a class of 25 who use incorrect grammar most (75%) of the time in the following situations:

1. Oral responses in the classroom:

	A FEW 5-10 STUDENTS	SOME 10-15 STUDENTS	MANY 15-20 STUDENTS	MOST 20-25 STUDENTS	
# OF TEACHERS	122	32	11	2	167
% OF TEACHERS	74	19	6	1	100

2. Written assignments:

	A FEW 5-10 STUDENTS	SOME 10-15	MANY 15-20	MOST 20-25	
# OF TEACHERS	102	50	20	4	176
% OF TEACHERS	58	28	11	3	100

3. Teacher Tests:

	A FEW 5-10 STUDENTS	SOME 10-15	MANY 15-20	MOST 20-25	
# OF TEACHERS	125	37	9	4	175
% OF TEACHERS	72	21	5	2	100

E. Report card marks in grammar - June, 1977.

	A		B		C		U		
GRADE	#	%	#	%	#	%	#	%	TOTAL
2ND	23	10	116	52	82	37	2	1	223
3RD	24	13	97	52	65	34	1	1	187
4TH	28	14	109	50	73	33	10	4	220
5TH	59	26	74	34	82	36	10	4	225
TOTAL	134	16	396	46	302	35	23	3	855

Need #16 Students should be able to develop ideas creatively, using their knowledge and skills.

A. Number of students who demonstrate unique and divergent solutions and interpretations to problems. Classroom teacher survey.

663 13% of enrollment.

B. Number of students who demonstrate unique applications of knowledge in creative areas. Special subject teacher survey.

311 6% of enrollment.

Need #17 Students should be able to apply research, reference, and study skills to their work.

A. Scores on the 1975-76 CTBS Reference Skills sub-test. Number and per cent scoring in relation to expectations:

Grades 3-11 3486 Students

	#	%
Below Expectations	171	5
At Expectations	2879	83
Above Expectations	436	12

B. Scores on the 1975-76 CTBS Reference Skills sub-test. Average scores by grade, by I.Q.:

3.9	364	107.1	4.9	4.4	+.5
4.9	340	106	6.4	5.6	+.8
5.9	355	105.4	8.5	7.0	+1.5
6.9	361	105.5	8.9	8.6	+.3
7.9	358	103.1	10.1	9.2	+.9
8.9	401	103.3	10.5	9.9	+.6
9.9	539	100.1	10.7	10.8	-.1
10.9	392	101.4	11.8	11.7	+.1
11.9	301	101.6	136	12.7	+.9

C. Scores on the 1976-77 CTBS Reference Skills sub-test. Number and per cent scoring in relation to grade level:

Grades 3-11 3405 Students

	#	%
Below 1 YR OR MORE	627	18
Below 1/2 TO 1 YR	149	4
At Grade Level	328	9
Above 1/2 TO 1 YR	215	7
Above 1 YR OR MORE	2086	62

D. Per cent of students who ~~can~~ use the library for research and reference purposes who need adult assistance

50% - average of all schools.

E. Per cent of students who use effective study skills in their school work:

0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100		Total
0	2	12	11	12	10	21	36	48	2		154
0	1	8	7	8	6	14	23	32	1		100

Goal #18 Students should be able to apply fundamental mathematical operations and problem-solving skills to their daily lives.

A. Scores on the 1975-76 CTBS Math Applications sub-test. Expectations.

See Page-22- "B"

B. Scores on the 1975-76 CTBS Math Applications sub-test. I.Q.

See Pages-22-3- "C"

C. Scores on the 1976-77 Math Applications pre-test. Grade levels.

See Page-23- "D"

D. Report card marks in math problem solving - June, 1977.

GRADE	A #	A %	B #	B %	C #	C %	U #	U %	TOTAL
2ND	54	20	114	42	99	36	6	2	
3RD	56	21	131	47	80	29	9	3	
4TH	60	18	154	46	107	32	11	4	
5TH	51	19	103	38	80	30	35	13	
TOTAL	221	19	502	44	366	32	61	5	1150 : 100

E. Number of students who can successfully apply math operations and problem solving skills in situations appropriate to their level.

ALL — Most — ~~Often~~ — NONE 2nd 0

	1	2	3	4	5	TOTA
# of Teachers	1	58	35	15	3	112
% of Teachers	1	52	31	13	3	100

Appendix E

RESPONSE SHEET - NEEDS ASSESSMENT VALIDATION

NAME

EED #1
- [x] REQUIRES ACTION
- [ ] NO ACTION NEEDED

COMMENT: Parts B, F, and G.

EED #2
- [x] REQUIRES ACTION
- [ ] NO ACTION NEEDED

COMMENT: Even tho standard is met, too many still read below level

EED #3
- [x] REQUIRES ACTION
- [ ] NO ACTION NEEDED

COMMENT: But not primarily the school's responsibility - Health ed

JEED #4
- [x] REQUIRES ACTION
- [ ] NO ACTION NEEDED

COMMENT: Need to improve existing practices

JEED #5
- [x] REQUIRES ACTION
- [ ] NO ACTION NEEDED

COMMENT: Very high priority

VEED #6
- [x] REQUIRES ACTION
- [ ] NO ACTION NEEDED

NEED #7
- [x] REQUIRES ACTION
- [ ] NO ACTION NEEDED

COMMENT:

NEED #8
- [x] REQUIRES ACTION
- [ ] NO ACTION NEEDED

COMMENT:

NEED #9
- [x] REQUIRES ACTION
- [ ] NO ACTION NEEDED

COMMENT: Validation source is irrelevant in the response group.

NEED #10
- [x] REQUIRES ACTION
- [ ] NO ACTION NEEDED

COMMENT:

NEED #11
- [x] REQUIRES ACTION
- [ ] NO ACTION NEEDED

COMMENT: Related to #5

NEED #12
- [x] REQUIRES ACTION
- [ ] NO ACTION NEEDED

NEED #13
- [ ] REQUIRES ACTION
- [x] NO ACTION NEEDED

COMMENT:

NEED #14
- [x] REQUIRES ACTION
- [ ] NO ACTION NEEDED

COMMENT

UEED #15
- [ ] REQUIRES ACTION
- [x] NO ACTION NEEDED

COMMENT:

NEED #16
- [ ] REQUIRES ACTION
- [x] NO ACTION NEEDED

COMMENT: Should be better defined

NEED #17
- [x] REQUIRES ACTION
- [ ] NO ACTION NEEDED

COMMENT: Based on survey of librarians vs. teachers - differences.

NEED #18
- [ ] REQUIRES ACTION
- [x] NO ACTION NEEDED